

# Goal Setting: Resources for Class

## Pre-Work

In order to prepare students for the module on goal-setting, it is useful to have them do some pre-work prior to the class period. Either have them bring it to class, or put each question on the discussion board of your class site in mycourses and have them respond to it. This can be done anomalously to encourage response.

### 1) Explain the expected learning outcomes for this module:

- Students demonstrate an awareness of goal setting processes by establishing a goal for the academic year.
- Students: a) articulate a vision of their self-management behaviors and skills post freshman year; b) establish goals; c) plan objectives; d) implement action plans; and e) communicate the above to others.
- Students assess their progress toward their stated goal and develop appropriate steps in order to achieve it.

### 2) Ice Breaker: Tape on Wall (or other)

The instructor will give everyone two pieces of painters tape. The instructor will ask them to go to the wall and stick one piece as high as they can. After they have completed the task the instructor will ask how could they make it go higher. Stand on a chair, get someone taller to help, etc... We are often stuck in our own context or perception... We want students to dream bigger... Ask the students to write a dream or goal they hope to achieve while at UMass D on the other piece of tape and then the class will mingle around a few moments looking at the dreams and sharing their own.

### 3) Lecture Content (SMART Goals, Vision, Goals, Objectives, Action Plans). A PowerPoint Presentation is provided and points to readings in this module that will provide content for you to talk to students about...

### 4) In-Class Discussion - Semester in Review: There are suggestions provided in the PowerPoint for class discussion/activities. If time allows, you can also have students reflect on where they have been this semester and where they are going next semester through the lens of "five variables correlated to academic and career success".

### 5) Personal Development Plan: This is a homework assignment that students should have a few days to complete. Tell them to keep the original and hand the copy in to you. This is the only assignment for this module and it is important that they complete it.

## **5 Variables that contribute to academic and career success.**

Looking back and looking ahead are actions that will help you determine what your next steps should be. So before you lay out your Personal Development Plan for following semesters, reflect on the questions below related to your first (and your next) semester in college. It is important to incorporate the five variables below into your planning because they are significantly correlated to achieving success in college and careers.

### **1. PLACE: Connect with supportive cultures – home, school, community.**

- Think about transition... What culture shock or challenges did you face adjusting to the college culture of UMass Dartmouth?
- What connections did you make at UMass Dartmouth that expanded your comfort zone?
- What steps do you need to increase your sense of connectedness at UMass Dartmouth?

### **2. POWER: Identify, develop and use your personal and academic strengths.**

- What internal and external resources (e.g. strengths) supported and motivated you?
- How did you utilize, develop and improve on the resources available to you?
- What resources do you need to use and/or develop for further support and motivation?

### **3. PURPOSE: Express your unique values, strengths and mission through purposeful choices.**

- State your mission statement and explain how it relates to your purpose in college and in life.
- How do your values/strengths affirm and demonstrate your core beliefs and passions?
- What courses, work experience, co-curricular/community activities and relationships:
- Have helped you demonstrate your skills and strengths already?
- Will help you express who you are and develop whom you want to be?

### **4. PASSION: Visualize exciting/energizing majors, careers, and lifestyles to inspire you're long term goals.**

- How and why have your major/career interests and goals changed or stayed the same?
- How have your community and personal interests/goals changed or stayed the same?
- What steps do you need to take to move closer to your goals in these four areas: Major, career, personal and community?

### **5. PREPARATION: Develop competencies by setting short term goals and implementing success strategies.**

- What were the biggest obstacles you faced in achieving success?
- What strategies were most helpful in overcoming these obstacles?
- What challenges to you anticipate facing and what strategies will help you achieve success?

## Goal Setting Pre-work

The week before the Goal Setting Session, the instructor should ask students to reflect on the following questions... Students will post their thoughts on a central web board?

- Why am I in college?
- How am I making a successful transition to college?
- Who am I?
- What is my life purpose?
- Where am I going?
- How do I get there?

### Definitions:

*Vision:* Image of the ideal. It is future looking, inspirational, and creates the most desirable scenario.

*Mission:* A brief, clear, concise statement of the reasons for an organization's existence, the purpose and function it desires to fulfill, its primary customer base, and the primary methods through which it intends to fulfill the purpose.<sup>2</sup> It is somewhat uplifting but more practical than the vision.

*Goals:* Statements of desired future states, long-term and possible, and based on mission and vision. Typically few in number, with a target date.

*Objectives:* Short-term, specific, measureable outcomes statements.

*Outcomes:* What a person will know or be able to do following an activity or event.

*Action Plans:* Series of short-term tasks to be completed that will result in the achievement of the objectives or outcomes.

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# Goal Setting

## Powerful Written Goals In 7 Easy Steps!

by Gene Donohue

The car is packed and you're ready to go, your first ever cross-country trip. From the White Mountains of New Hampshire to the rolling hills of San Francisco, you're going to see it all.

You put the car in gear and off you go. First stop, the Baseball Hall of Fame in Cooperstown, New York.

A little while into the trip you need to check the map because you've reached an intersection you're not familiar with. You panic for a moment because you realize you've forgotten your map.

But you say the heck with it because you know where you're going. You take a right, change the radio station and keep on going. Unfortunately, you never reach your destination.

Too many of us treat goal setting the same way. We dream about where we want to go, but we don't have a map to get there.

What is a map? In essence, the written word.

What is the difference between a dream and a goal? Once again, the written word.

Goal setting however is more than simply scribbling down some ideas on a piece of paper. Our goals need to be complete and focused, much like a road map, and that is the purpose behind the rest of this article.

If you follow the 7 goal setting steps I've outlined in this article you will be well on your way to becoming an expert in building the road maps to your goals.

**1.** Make sure the goal you are working for is something you really want, not just something that sounds good.

I remember when I started taking baseball umpiring more seriously. I began to set my sites on the NCAA Division 1 level. Why? I knew there was no way I could get onto the road to the major leagues, so the next best thing was the highest college level. Pretty cool, right. Wrong.

Sure, when I was talking to people about my umpiring goals it sounded pretty good, and many people were quite impressed. Fortunately I began to see through my own charade.

I have been involved in youth sports for a long time. I've coached, I've been the President of

leagues, I've been a treasurer and I'm currently an Assistant State Commissioner for Cal Ripken Baseball. Youth sports is where I belong, it is where my heart belongs, not on some college diamond where the only thing at stake is a high draft spot.

When setting goals it is very important to remember that your goals must be consistent with your values.

**2. A goal cannot contradict any of your other goals.**

For example, you can't buy a \$750,000 house if your income goal is only \$50,000 per year. This is called non-integrated thinking and will sabotage all of the hard work you put into your goals. Non-integrated thinking can also hamper your everyday thoughts as well. We should continually strive to eliminate contradictory ideas from our thinking.

**3. Develop goals in the 6 areas of life:**

<b>Family and Home</b>	<b>Financial and Career</b>
<b>Spiritual and Ethical</b>	<b>Physical and Health</b>
<b>Social and Cultural</b>	<b>Mental and Educational</b>

Setting goals in each area of life will ensure a more balanced life as you begin to examine and change the fundamentals of everyday living. Setting goals in each area of life also helps in eliminating the non-integrated thinking we talked about in the 2nd step.

**4. Write your goal in the positive instead of the negative.**

Work for what you want, not for what you want to leave behind. Part of the reason why we write down and examine our goals is to create a set of instructions for our subconscious mind to carry out. Your subconscious mind is a very efficient tool, it cannot determine right from wrong and it does not judge. It's only function is to carry out its instructions. The more positive instructions you give it, the more positive results you will get.

Thinking positively in everyday life will also help in your growth as a human being. Don't limit it to goal setting.

**5. Write your goal out in complete detail.**

Instead of writing "A new home," write "A 4,000 square foot contemporary with 4 bedrooms and 3 baths and a view of the mountain on 20 acres of land."

Once again we are giving the subconscious mind a detailed set of instructions to work on. The more information you give it, the more clear the final outcome becomes. The more precise the outcome, the more efficient the subconscious mind can become.

Can you close your eyes and visualize the home I described above? Walk around the house. Stand on the porch off the master bedroom and see the fog lifting off the mountain. Look down at the garden full of tomatoes, green beans and cucumbers. And off to the right is the

other garden full of a mums, carnations and roses. Can you see it? So can your subconscious mind.

**6.** By all means, make sure your goal is high enough.

Shoot for the moon; if you miss you'll still be in the stars. Earlier I talked about my umpiring goals and how making it to the top level of college umpiring did not mix with my values. Some of you might be saying that I'm not setting my goals high enough. Not so. I still have very high goals for my umpiring career at the youth level. My ultimate goal is to be chosen to umpire a Babe Ruth World Series and to do so as a crew chief. If I never make it, everything I do to reach that goal will make me a better umpire and a better person. If I make it, but don't go as a crew chief, then I am still among the top youth umpires in the nation. Shoot for the moon!

**7.** This is the most important, write down your goals.

Writing down your goals creates the roadmap to your success. Although just the act of writing them down can set the process in motion, it is also extremely important to review your goals frequently. Remember, the more focused you are on your goals the more likely you are to accomplish them.

Sometimes we realize we have to revise a goal as circumstances and other goals change, much like I did with my umpiring. If you need to change a goal do not consider it a failure, consider it a victory as you had the insight to realize something was different.

## **So your goals are written down.**

### **Now what?**

First of all, unless someone is critical to helping you achieve your goal(s), do not freely share your goals with others. The negative attitude from friends, family and neighbors can drag you down quickly. It's very important that your self-talk (the thoughts in your head) are positive.

Reviewing your goals daily is a crucial part of your success and must become part of your routine. Each morning when you wake up read your list of goals that are written in the positive. Visualize the completed goal, see the new home, smell the leather seats in your new car, feel the cold hard cash in your hands. Then each night, right before you go to bed, repeat the process. This process will start both your subconscious and conscious mind on working towards the goal. This will also begin to replace any of the negative self-talk you may have and replace it with positive self-talk.

Every time you make a decision during the day, ask yourself this question, "Does it take me closer to, or further from my goal." If the answer is "closer to," then you've made the right decision. If the answer is "further from," well, you know what to do.

If you follow this process every day you will be on your way to achieving unlimited success in every aspect of your life.

The difference between a goal  
and a dream is the written word.

-Gene Donohue

<http://www.topachievement.com/goalsetting/index.html>

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# Creating S.M.A.R.T. Goals

**S**pecific  
**M**easurable  
**A**ttainable  
**R**ealistic  
**T**imely

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**Specific** - A specific goal has a much greater chance of being accomplished than a general goal. To set a specific goal you must answer the six "W" questions:

- \*Who: Who is involved?
- \*What: What do I want to accomplish?
- \*Where: Identify a location.
- \*When: Establish a time frame.
- \*Which: Identify requirements and constraints.
- \*Why: Specific reasons, purpose or benefits of accomplishing the goal.

**EXAMPLE:** A general goal would be, "Get in shape." But a specific goal would say, "Join a health club and workout 3 days a week."

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**Measurable** - Establish concrete criteria for measuring progress toward the attainment of each goal you set. When you measure your progress, you stay on track, reach your target dates, and experience the exhilaration of achievement that spurs you on to continued effort required to reach your goal.

To determine if your goal is measurable, ask questions such as.....How much? How many? How will I know when it is accomplished?

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**Attainable** - When you identify goals that are most important to you, you begin to figure out ways you can make them come true. You develop the attitudes, abilities, skills, and financial capacity to reach them. You begin seeing previously overlooked opportunities to bring yourself closer to the achievement of your goals.

You can attain most any goal you set when you plan your steps wisely and establish a time frame that allows you to carry out those steps. Goals that may have seemed far away and out of reach eventually move closer and become attainable, not because your goals shrink, but because you grow and expand to match them. When you list your goals you build your self-image. You see yourself as worthy of these goals, and develop the traits and personality that allow you to possess them.



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**Realistic** - To be realistic, a goal must represent an objective toward which you are both *willing* and *able* to work. A goal can be both high and realistic; you are the only one who can decide just how high your goal should be. But be sure that every goal represents substantial progress. A high goal is frequently easier to reach than a low one because a low goal exerts low motivational force. Some of the hardest jobs you ever accomplished actually seem easy simply because they were a labor of love.

Your goal is probably realistic if you truly *believe* that it can be accomplished. Additional ways to know if your goal is realistic is to determine if you have accomplished anything similar in the past or ask yourself what conditions would have to exist to accomplish this goal.

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**Timely** - A goal should be grounded within a time frame. With no time frame tied to it there's no sense of urgency. If you want to lose 10 lbs., when do you want to lose it by? "Someday" won't work. But if you anchor it within a timeframe, "by May 1st", then you've set your unconscious mind into motion to begin working on the goal.

**T** can also stand for **Tangible** - A goal is tangible when you can experience it with one of the senses, that is, taste, touch, smell, sight or hearing. When your goal is tangible you have a better chance of making it specific and measurable and thus attainable.

Retrieved from <http://topachievement.com/smart.html>, June 2, 2011

## Suggested Activity/Discussion Topics for Goals Setting

First year students are often uncertain of their goals and may not have much experience in developing action plans to meet a goal. The suggestions below can be used to lead a discussion or provide guidelines for one or more small group or writing assignments.

1. Long Term Goal - Encourage students to think long term about their goals. Even students unsure of their major will have an idea about their desired lifestyle and the level of success they want. Students can brainstorm answers to these questions and share them with a partner, small group, or the class as a whole.
  - Where do you see yourself in 5-10 years?
  - What kind of work are you doing? What is the career you have?
  - Why was choosing this goal important to you?
  - What satisfaction does it provide, other than money?
  - What relationship does this class have to reaching your goal?
2. Intermediate Range Goals – Sometimes, students can't see beyond a few years. In that case, encourage students to think more in terms of the UMD experience. They might write a journal entry to answer these questions:
  - What do you need to accomplish in the next 2-5 years in order to reach your long-term goal or to help you formulate a long term goal? For example, do you need to explore one or more areas of interest? Who can help you do this? What kind of information will be helpful to you?
  - What do you need to do to do this year to make progress toward defining a goal or toward focusing your efforts? For example, can you identify the resources available to help you make decisions?
3. What is your short-term **academic** goal for **this semester**? – one paragraph
  - State at least one goal specifically: "I want to get an A- in ENG 101" or "I want to get a 2.5 GPA." It is not acceptable to say, "I want to get good grades," (because "good" is not specific) or "I want to learn as much as I can" (because that is not specific).
  - Make sure the goal is something you can complete by the end of the semester. It is not acceptable to say, "I want to learn as much as I can at UMD" because you'd need more than one semester to accomplish the goal.
  - Make sure the goal is measurable. For example, you could say, "I want to earn at least a C+ in Accounting" because you could measure your progress with each quiz/test grade. It is not acceptable to say, "I want to work as hard as I can" or "I want to earn good grades" because you can't measure your progress (how much is "hard as I can"? If I get a 70 on a test, is that "good"?).
4. Plan to Achieve Your Short –Term Semester Goal – one paragraph
  - What strategies will you use to help you reach your goal? BE SPECIFIC. Examples:

- Study 2 hours every day
- Go to the Writing and Reading Center for help
- See my instructor during office hours
- Study with a friend
- Use the Cornell note taking method (info in Writing and Reading Center)
- Use content maps to organize information to study
- Create a monthly assignment calendar to plan to meet due dates for all courses.
- Create a weekly study schedule that lists specific courses/projects you will work on.



**Personal Development Plan**  
**University of Massachusetts Dartmouth**

**Student Name:** \_\_\_\_\_

**Date:** \_\_\_\_\_

There is a direct relationship between how well you follow a specific, four-year personal development plan and your ability to meet professional objectives upon graduation. The purpose of this project is to enable you to create, follow, and mark progress in college by using a personal development plan. Although you will complete this planning process during your first semester, you will be encouraged to follow through on implementing and revising your plans by utilizing the support network dedicated to sustaining your growth and success in the personal development process during each subsequent semester.

**Write Your Vision Statement** (Image of the ideal. It is future looking, inspirational, and creates the most desirable scenario):

**Write Your Mission Statement** (A brief, clear, concise statement of your purpose and desires, and the primary methods through which you intend to fulfill that purpose. It is somewhat uplifting but more practical than the vision.)

**First Year: Rank Number the top five tasks that fit your priorities this year:**

Rank:	Tasks:	Notes:
	Explore majors/ Declare Major	
	Know requirements for your program of study	
	Maintain desired GPA of _____	
	Improve academic Skills	
	Utilize academic support services	
	Explore careers/ attend career events/ panels, etc.	
	Get involved in campus activities	
	Improve your employment situation	
	Locate financial resources	
	Connect with faculty and advisors	
	Improve your living situation	

**Write 3 Goals for your first year including objectives and action plans for each goal**

- Goals: Statements of desired future states, long-term and possible, and based on mission and vision. Typically few in number, with a target date.
- Objectives: Short-term, specific, measureable outcomes statements
- Action Plans: Series of short-term tasks to be completed that will result in the achievement of the objectives or outcomes.

<b>Goal 1:</b>
<b>Objectives:</b>
<b>Action Plan:</b>

<b>Goal 2:</b>
<b>Objectives:</b>
<b>Action Plan:</b>

<b>Goal 3:</b>
<b>Objectives:</b>
<b>Action Plan:</b>

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**Second Year: Rank Number the top five tasks that fit your priorities this year:**

Rank:	Tasks:	Notes:
	Explore majors/ Declare Major/minor	
	Choose courses to build employability skills	
	Know requirements for your program of study	
	Maintain/Improve GPA to desired goal:_____	
	Improve academic skills	
	Explore careers/ attend career events/ panels, etc.	
	Get involved in campus activities	
	Locate financial resources/ scholarships	
	Connect with faculty, advisors, and alumni	
	Conduct information interviews/ job shadows	
	Research internships/ study abroad opportunity	

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<b>Goal 1:</b>
<b>Objectives:</b>
<b>Action Plan:</b>

<b>Goal 2:</b>
<b>Objectives:</b>
<b>Action Plan:</b>

<b>Goal 3:</b>
<b>Objectives:</b>

**Action Plan:**

**Third Year: Rank Number the top five tasks that fit your priorities this year:**

Rank:	Tasks:	Notes:
	Review requirements for your program of study	
	Maintain/ Improve GPA to desired goal:_____	
	Choose courses to develop marketable skills	
	Serve in leadership roles in campus activities	
	Participate in internships/ study abroad	
	Volunteer for work related to your field	
	Research graduate school requirements	
	Ask faculty/ employers for references	
	Locate financial resources/ scholarships	
	Write your resume and get a critique	
	Attend Career Exploration Events/ Panels	

**Write 3 Goals for your first year including objectives and action plans for each goal**

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**Goal 1:****Objectives:****Action Plan:****Goal 2:****Objectives:****Action Plan:****Goal 3:****Objectives:**



<b>Action Plan:</b>
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**Fourth Year: Rank Number the top five tasks that fit your priorities this year:**

Rank:	Tasks:	Notes:
	Maintain/ Improve GPA to desired goal: _____	
	Complete a capstone project or field experience	
	Serve in leadership roles in campus activities	
	Take graduate school admissions tests	
	Apply to graduate/ professional schools	
	Use networking to develop job leads	
	Attend professional association meetings	
	Volunteer for work related in your field	
	Ask for letters of recommendation	
	Revise and target your resume	
	Complete your career portfolio	

**Write 3 Goals for your first year including objectives and action plans for each goal**

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- Action Plans: Series of short-term tasks to be completed that will result in the achievement of the objectives or outcomes.

<b>Goal 1:</b>
<b>Objectives:</b>
<b>Action Plan:</b>

<b>Goal 2:</b>
<b>Objectives:</b>
<b>Action Plan:</b>

<b>Goal 3:</b>
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**Objectives:**

**Action Plan:**